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ORGANIZATION AND ADMINISTRATION
OF EVENING CLASSES

IN

HOME-MAKING

FOR TEXAS



STATE BOARD FOR VOCATIONAL EDUCATION
AUSTIN, TEXAS

ORGANIZATION AND ADMINISTRATION OF EVENING CLASSES

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HOME-MAKING

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PREPARED

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AND

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STATE BOARD FOR VOCATIONAL EDUCATION
AUSTIN, TEXAS

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FOREWORD

Evening schools were created to offer educational opportunities to those who (for any reason whatsoever) are not in school. They are as broad in their scope as the needs of those who care to attend. There is an increasing demand for evening classes in home-making.

This bulletin is issued for the purpose of promoting the organization of classes to meet this demand, and to give helpful suggestions to superintendents, principals, supervisors, and instructors who undertake the development of courses in home-making in evening schools with the hope that the work in Texas may approach the best standards.

Idaho had so much to offer Texas in the formulation of her plan for home economics evening classes in home-making, that acknowledgment and thanks is hereby given for the helpful suggestions gained in the preparation of this bulletin from the Idaho home economics evening school bulletin, and for the courtesy shown us by the Director of Vocational Education in Idaho in permitting us to use freely their outlines for courses.

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BACKGROUND FOR ORGANIZATION OF EVENING CLASSES IN HOME-MAKING

As a background to the Texas plan for the organization and administration of evening school classes in home-making for women who cannot avail themselves of the day school program, the following facts and figures may be interesting:

NEED FOR EVENING CLASSES IN HOME-MAKING

From a study made of the situation in Texas, the need for evening classes in home-making is apparent. The study included the white population only. Had it been extended to include the negro population, the arguments would be even more convincing. Following are some of the facts revealed in the study made to determine the importance of home-making as a vocation.

The total number of white women in Texas over 21 years of age is 722,063. It is generally conceded that at least 80 per cent of all women over 21 years of age are home-makers. On this estimate, Texas has 577,650 white women actively engaged in home-making.

The figures show that more people are engaged in farming than in any other occupation in Texas.

The total number of white farmers in Texas is 357,249. (Figures from State Department of Agriculture.)

There are, therefore, 1.6 times as many women engaged in home-making in Texas as there are persons engaged in any other occupation—or, 220,401 more women engaged in home-making than men (and women) engaged in farming. (These figures were taken from the U. S. Census Report, 1910.)

THE NEED FOR HOME-MAKING TRAINING

Since home-making, judged by numbers, is the chief occupation of the citizens of Texas, undoubtedly training is needed for this occupation.

INFANT MORTALITY

Here again statistics are interesting. According to the vital statistics (World Almanac, 1921), 13 per cent of all deaths in Texas in 1918 were of children under one year of age. It is agreed by authorities that ignorance of the mothers is the chief cause of death during this first year. Poverty is also a contributing cause, but "ignorance increases the evils of poverty." Increased knowledge of child feeding, and instruction in selecting and buying food has decreased the infant death rate even under conditions of great poverty, proving that ignorance is the greater factor in infant mortality.

MALNUTRITION

Of those children who do survive the critical period of infancy and reach school age, many are suffering the serious handicap of malnutrition. Studies made by the home economics extension service of the

University of Texas, through nutrition clinics conducted in public schools of all parts of Texas, show that 30 per cent of the children in the first three grades are more than 10 per cent under weight. Dr. Emerson of Boston, an authority on malnutrition, considers that children as much as 7 per cent or more under normal weight are on the danger line. If children 7 per cent under weight were included in the Texas studies, the per cent of under-nourished children would be greater than 30 per cent.

That ignorance rather than poverty is responsible for this condition, is proved by the fact that the investigations show that the percentage of under-nourished children in well-to-do families is appallingly large; and further, that an increase of knowledge of nutrition on the part of the mother and child has restored many children readily to normal weight and health.

TRAINING FOR SPENDING

These reasons are enough to convince one that training for home-making is necessary, but there are still further arguments. The home-maker is the chief spender and she, therefore, needs to know the goods she is consuming. A cotton buyer can waste or save thousands of dollars by the inaccuracy or accuracy of his knowledge of cotton. If the home-maker needs similar specific knowledge of the commodities she is buying, should she get it from the clerk, the grocer, the retailer; or should it be a part of the education or training for her life work which it is the function of the state to provide through the public schools? There is also the further consideration that home activities have so changed, commodities have so multiplied, and conditions so changed, that the training needed for home-making cannot be gained at home as it formerly was.

OPPORTUNITIES IN TEXAS FOR TRAINING HOME-MAKERS, PRESENT AND FUTURE

	White only.
Total number of girls of high school age in Texas.....	163,733
(Scholastic enumeration of 1919-20—State Superintendent's Report.)	
Number of girls in high school.....	62,397
Girls of high school age not in school.....	101,336
The number of classified high schools in Texas, 1920-21....	549
(Bulletin 132, State Department of Education.)	
Number of schools having any accredited work in home economics	161, or 29
(Bulletin 132, State Department of Education.)	plus %

The length of course is from one-half to four years, averaging 328 years of work. The average number of students per class is generously estimated at 16, which means 5,248 girls in Texas get as much as one year of home economics training, or about one girl out of twelve in high school and one out of every thirty-one of high school age in Texas.

There is little or no opportunity for the 577,650 home-makers to secure instruction. Were such an opportunity offered through evening classes, many would avail themselves of it.

HOME-MAKERS' RESPONSIBILITIES

Home-making is an occupation which centers around the home and is usually a cooperative enterprise shared by several people. It includes the following lines of activity:

1. The care and rearing of children.
2. The care of house and its equipment.
3. The selection, preparation and serving of food.
4. The selection and care of clothing and to some extent its actual construction.
5. The care of the health of the family.

Home-making is also a business and social enterprise, the home-maker must determine the expenditure of family income, and must direct or perform the labor involved in running the plant. As a partner of the head of a social and civic unit, she is very largely responsible for the educational, moral and social standards of the home.

A PROGRAM FOR TEXAS

How shall Texas reach the vast number of women engaged in the vocation of home-making who need help and instruction along the line of their vocation, and how shall the thirty girls of high school age who do not have an opportunity to prepare for the vocation of home-making in the schools now existing be given a chance to get the much needed training?

1. Texas should provide short unit courses for the older group of girls and women—(evening schools).
2. Texas should provide part-time schools or classes for girls out of school but of school age.
3. Texas should provide courses of study in home-making in every high school in Texas and two years of such work should be required of every girl. (Nearly all high schools now require two years of algebra of every girl; surely such a requirement would be harder to justify than the requirement of home economics.)
4. Texas elementary schools and junior high schools should offer home-making instruction in the sixth and seventh grades since a large majority of girls leave school before entering the high school.

PLANS FOR ORGANIZATION AND ADMINISTRATION OF EVENING CLASSES IN HOME-MAKING FOR TEXAS

The following plan for evening school work in Texas has been agreed upon by the State and Federal Boards for Vocational Education as a basis for the expenditure of funds for evening school work under the Smith-Hughes Act.

ORGANIZATION

All classes should be under public supervision and control.

TYPE OF PUPILS

All women 16 years of age or over are eligible to membership in evening school classes. It is conceded that all women have, to a greater or less degree, household duties regardless of whether or not they are actually engaged in keeping house. With such an understanding, home economics classes in evening schools are open to any women who are engaged to any extent, or in any way, in the performance of household duties. Classes are not limited to women who give their entire time to employment within the home. Classes may include instruction in all home-making activities.

SIZE OF CLASS

Since the teacher is responsible both for instruction and production, it is believed that 16-20 pupils is the size of class in which most efficient instruction can be given.

CLASSIFICATION OF PUPILS

A definite policy of classification is essential to the success of the work. Some of the important factors may be summarized as follows:

Registration. The use of registration cards which record the information necessary for classification of the pupils is recommended. Information on these cards should be further supplemented by individual or group interview of applicants. Sufficient time should intervene between registration and opening of the classes to permit of classification and organization of units. Some of the determining factors in this classification are age, nationality, occupation, social interests, experience and ability in the subject chosen.

TIME AND PLACE OF MEETING

Evening school classes may meet anywhere and at any time to suit the convenience of the group. A place accessible to the majority should be selected.

PLANT AND EQUIPMENT

The plant and equipment must be sufficient to guarantee thorough and practical instruction. The evening school classes will usually be held in the same plant used for day-school classes, hence the utility of day-school equipment is increased and an additional outlay is unnecessary. It may be advisable at times to take the classes into a well-equipped home which someone will lend occasionally for the cause.

MINIMUM FOR MAINTENANCE

Sufficient funds must be provided locally for successfully conducting classes in foods, child care, home nursing, etc.

LENGTH OF COURSES

Experience with evening schools and classes indicates conclusively that the short unit course is the practical and logical organization for such classes. The short unit course has a definite aim, is complete in itself, and is open to persons unable to attend classes for long periods of time.

Grouping the work into units offers a variety of choice, and thus gives an opportunity to the woman to choose only such work as fits her particular need. Further, courses may be planned by grouping the units in any sequence and into any length course, depending entirely upon the demands, the previous experience, and the time at the disposal of the group. Units may be organized either independently or in a progressive sequence. The organization of the work into short units enables the students to enter the course at the beginning of the unit which seems to fit their particular need and to withdraw, if they so desire, when the unit is completed. Registration for evening classes may be two, three, four, six, or ten times a year, depending upon the number of units of work offered. For further explanation of short unit courses, see suggested outlines in the back of this bulletin.

TYPE OF INSTRUCTION

Every student should work on a problem involving common fundamental principles so that group instruction may be possible. This results in better work and enables the teacher to reach more successfully a larger number. This does not mean that the garments under construction must be identical. Variety may be secured in material and in choice of pattern to be used. In the unit organization of courses the time must be carefully utilized. No leeway is allowed for ineffective instruction. The success of the teacher is measured by the ability of members at the close of courses to do independently that for which they enrolled. In order to reach such efficiency in the given time, the teaching must be virile, illustrative, and to the point. Every action on the part of a teacher should count. When she appears before a class she should know step by step what she is to accomplish.

CERTIFICATION OF PUPILS

Certificates should be given for satisfactory completion of a unit or certain number of units, or a period of work. This will create a pride in finishing units started. It will also aid a new teacher in enrolling students who have had work before.

QUALIFICATIONS OF TEACHERS

The qualifications of teachers will vary according to the courses to be taught.

The evening school teacher must have adequate practical experience

which may, in part, take the place of technical training. Since evening school work is organized on short units, the qualifications of the teachers must to some extent be passed on for each teacher according to the units she is to teach. A woman with good trade experience, or practical home experience, supplemented by methods of teaching in order to acquaint her with presenting material to a class, will make a satisfactory evening school teacher. The teacher of an evening school class must know the phase of home-making she is teaching. When possible, teachers in evening schools may approximate the teachers in day schools in training. In this case, they should have two years of college preparation in an institution of approved standing, such training to include home economics subjects, related subjects, professional subjects, and general subjects. Trade experience should be considered equivalent for dressmaking or millinery teachers, if they have had teaching experience or when they shall have completed a teacher-training course. Persons with not less than two years' college training in home economics are eligible to teach foods courses. Story telling and children's literature courses may be taught by kindergarten teachers or librarians. Home nursing courses may be taught by registered nurses or physicians. The household management courses, as well as those in house planning and furnishing, may be greatly improved by drafting the services of those persons in the community best qualified to give the information desired. Business and professional men are often willing and glad to be called upon for this service.

Full-time day-school teachers should not, as a rule, be permitted to teach on the same days in evening schools. Both day and evening courses suffer. They may plan for and successfully teach Saturday classes. Such classes may be held at any hour of the day convenient to the group.

Such an arrangement as the above may be made by the vocational home economics teachers throughout the state and the course may extend over a number of succeeding Saturdays. If desired, evening school classes may be organized in towns having only a small home economics department to follow immediately at the close of the school. The regular home economics teacher should feel the responsibility of making such evening school work possible, and either offer to teach the classes herself or secure a competent teacher in the community to do such teaching. If a person other than the regular home economics teacher is employed for evening school work, classes may be organized any time of year to suit the convenience of the group and teacher.

In all instances, the evening school teacher in home economics is subject to the approval of the state directors of home economics education, if the salary is reimbursed from state and federal funds.

SALARIES OF TEACHERS

The salaries paid evening school teachers should be sufficient to attract the well-trained and well-qualified teacher.

CHARACTERISTICS OF THE SUCCESSFUL TEACHER

To be successful in evening school teaching, a person should possess the following characteristics:

1. Have a winning personality.
2. Like people and be interested in their hopes and aspirations.
3. Show a willingness to learn.
4. Have a thorough knowledge of the subject matter she is to teach.
5. Possess good common sense and be a living example of her teaching.
6. Must be sincerely enthusiastic and be able to command the respect and win and retain the confidence and interest of those who enter her classes.
7. She should be able to give them some permanent inspiration.
8. Must be a teacher. With all the knowledge of subject matter in the world, if the person is unable to organize and present the subject matter in such a way as to inspire the pupils to get the full value from the school, she is in part a failure. The teacher who plans extras for each lesson is the teacher who has had the vision.

CHARACTER AND CONTENT OF THE COURSES OF STUDY

Each community and each group must be studied in order to decide upon its needs. The individual is much more important than the subject. The wise teacher is always alert for cues from her pupils as to their real needs and she plans her succeeding lessons accordingly.

Courses in cooking, dressmaking, and millinery have been offered in every community starting evening school work in Texas. There is too much of a tendency to stop with these courses. The opportunity for instruction should be extended to include all branches of home-making, namely:

1. Selection, preparation and serving of foods to meet the needs of the family.
2. Selection, making, repairing, remodeling, renovation, and general care of clothing (including accessories such as shoes, hose, hats, gloves, etc.)
3. Home nursing, including first aid, invalid cookery, and general care of the patient.
4. Personal hygiene.
5. Home and community hygiene.
6. Home management, including the organization of the household, the business of the household, the wise use of the family income.
7. House planning, equipping and furnishing.
8. Beautification of home grounds.
9. Child care—physical:
 - (a) Prenatal.
 - (b) From birth to one year.
 - (c) One year to four years and so on grouping according to development.
10. Child care—mental:
 - (a) Recreation for children.
 - (b) Story telling, games, toys, books. (Grouping of parents for these units should be made according to the ages of their children.) (Men should be admitted.)
11. Survey courses for young housewives or prospective housewives—setting up standards in:

- (a) Foods—cooking and serving, marketing, menu making.
 - (b) Clothing—selection of wardrobe.
 - (c) Shelter—selection of house, household furnishing, equipment.
12. Cafeteria food selection.
 13. Buying ready-made clothing.
 14. Units in shopping.
 15. Survey courses for working girls.

Some of the above courses are recommended only for evening schools in the cities where many specialists are available. Qualified persons, such as kindergarten teachers, city librarians, merchants, grocers, bankers, educational directors in department stores, shoe buyers, cafeteria managers, hardware dealers, bookmen, physicians, nurses, real estate men, lawyers, and abstracters, are usually glad to extend their services upon request.

USES OF COURSES OF STUDY FOR GROWTH

A tentative course of study which seems to fit the needs of the group should be made. The teacher might parallel this with a record of the course as it actually develops. This should furnish valuable material to aid in the formation of new courses of study.

It is not always possible to get groups to register for the courses they most need. The teacher or supervisor who is keenly interested in the classes will often make the opportunity for getting the needed information to them. This may be done by:

1. Introducing short units within the units by bringing in the specialist for a lecture or demonstration.
2. By supplementing or complementing the instruction in the regular unit by lectures, either by the regular teacher, the supervisor, or a specialist. The teacher should realize from the first that she does not need to give every lesson herself if she can find a person better qualified to give it.

Some suggestive outlines are given in the back of this bulletin. These outlines are by no means exhaustive. It is needless to attempt to outline all the units possible of development under the courses suggested above. Such an attempt would be wasted effort, as scarcely any course can be worked out which will fit exactly two different situations. The organization of courses is, therefore, left largely to the individual teacher.

PUBLICITY

Evening school work is voluntary and, therefore, must be sold to the public. For this reason promotion of the work is an important feature of this type of education. When the local authorities once decide to offer evening courses, their first step is to attract the attention of the persons needing the work and to convince them of the advantages the evening school offers. This has been successfully done by the following methods:

- Newspaper advertising.
- Newspaper write-ups.

Posters placed in street cars, store windows, factories (near time clock), restaurants, libraries, fences.

Fliers—grocers' packages, school children, pay envelopes.

Small printed slips used same as fliers.

Personal visits to the homes—through clubs and other organizations.

Talks to workers' and women's clubs.

Exhibits in store windows and other public places—

Before opening.

During school year—(of work accomplished).

At the end of the school year.

In communities where there is a large foreign speaking element, it is suggested that the publicity work be carried on in the various languages represented.

The work itself is the best advertisement. If it becomes immediately useful, it is certain to bring enthusiasm from the class and new recruits on the class-roll. The best compliment the teacher can have is for her pupils to bring others to share their opportunities.

LOCAL SUPERVISION

Local supervision of evening school work is necessary where many teachers are employed. The supervisor should be employed either on a full-time or part-time basis. In either case provision should be made by the board for paying the local supervisor a salary, in order that she may feel it is an important part of her work.

ADVISORY COMMITTEE

A local committee consisting of interested women, acting with the superintendent, principal or director of evening schools, and evening school supervisor and teacher, could aid greatly in promoting classes, securing qualified teachers, and suggesting courses to be offered.

CLASS RECORDS

Records should be kept and legitimate devices used to promote punctuality and decrease absence. (The short unit course itself is a great factor in securing constant attendance by the rapid intensive work that always creates and holds interest.)

Class record books should be kept by each evening school teacher containing the address, telephone number and data regarding the home responsibilities and other duties of each member of her class; record of attendance, including reasons for tardiness, absences, or discontinuance of course.

ATTENDANCE RECORD GRAPHS

The attendance record graph is an interesting method of showing the attendance of the unit group. The group as a rule takes pride in keeping the record high. The following cut shows how this may be kept. A chart or blackboard may be used for the graph and the record should be made in the presence of the group.

Note: This graph is shown through the courtesy of the State Director of Trade and Industrial Work. It is equally applicable to home economics classes.

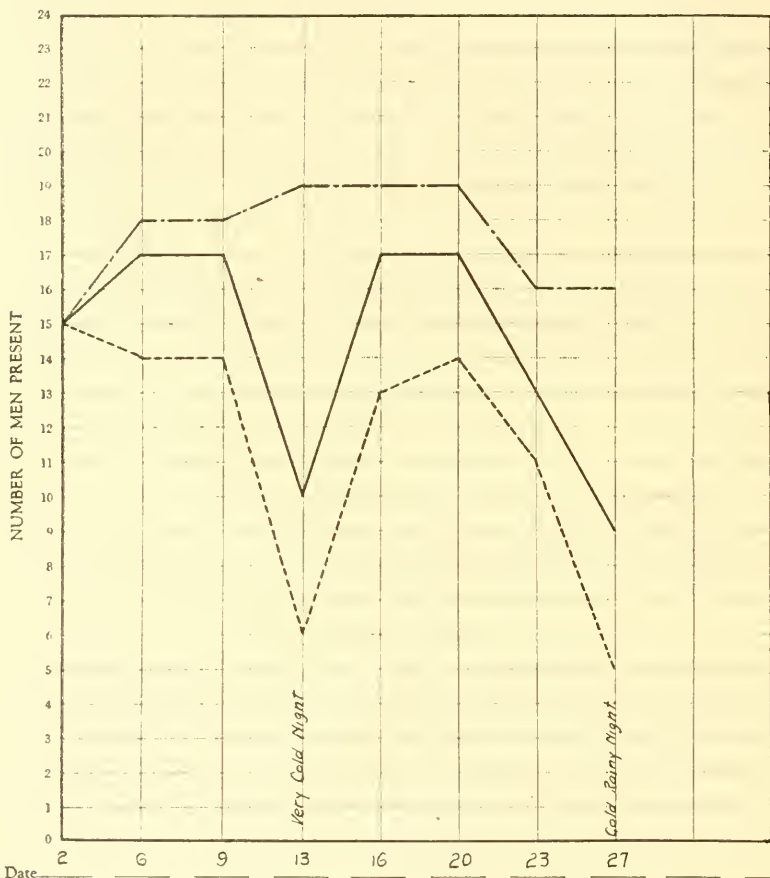
MONTHLY ATTENDANCE CHART

TRADE AND INDUSTRIAL EVENING SCHOOLS

SAN ANTONIO PUBLIC SCHOOLS

SUBJECT MACHINISTS DRAFTING UNIT M-12

MONTH OF FEBRUARY 1922



*Original Group Attendance — — — — —
Present Group Attendance —————
Possible Attendance — — — — —

*NOTE: Original group includes only students enrolled first lesson of unit.

R. V. Rust.

Instructor

REPORTS

Monthly reports satisfactory to the supervisors are required by the State Board of all teachers whose salaries are to be reimbursed. Report blanks are furnished by the Board and should be filled out carefully and accurately and sent to the state office the first of each month for the preceding month throughout the evening school term. In city systems the supervisor or director of evening schools attaches to the instructor's reports a monthly summary report on the blank provided by the state supervisors. An annual summary blank is also furnished, which is filled out by the city supervisors from the monthly reports.

A copy of the monthly report blank will be furnished upon request.

REIMBURSEMENT

Reimbursement may be made by the State Board for Vocational Education when evening classes in home economics are organized on the foregoing plan. Such reimbursement will be made not in excess of one-half of the teacher's salary for the time devoted to evening school work, and will be dependent upon the organization of classes on a unit basis, sustained attendance, and the standard and quality of work.

Application for aid is made to the State Board. If satisfactory, a contract is entered into and the money set aside by the Board to be used as reimbursement to school boards for money spent on the salaries of home economics evening school teachers whose reports have been received and work approved.

Reimbursement is made quarterly after the work has been completed and the salary paid the teacher by the board. It is expected that teachers will be paid monthly and that they will not in any instances be required to wait until the state and federal moneys are received.

Blanks for reimbursement requests are sent out by the State Directors of Home Economics Education.

SUGGESTED UNITS FOR EVENING CLASSES OUTLINED

The outlines from page 18 to page 34 are from evening courses in home economics used in Idaho.

THE HOUSEHOLD BUDGET UNIT

LESSON I. Planning the budget.

- I. Divisions of the budget, or needs of the family—food, clothing, shelter and operating expenses, advancement of family life, savings.
- II. General factors influencing division of income.
 1. Number in family.
 2. Health of family.
 3. Family habits and standards.
 4. Occupation and environment.
- III. Factors influencing specific family budgets.
 - A. Necessities.
 1. Living conditions, ownership versus rental of home.
 2. Water supply, light, heat.
 3. Food.
 4. Clothing.
 5. Service in the home.
 - B. Family advancement.
 1. Saving and investments.
 2. Life, accident and health insurance.
 3. Cultural wants.
 - a. Education.
 - b. Recreation.
 - c. Books, magazines, etc.
 - d. Church, charities.
 - e. Organization dues, etc.
- IV. Division of typical incomes.
 - A. \$1,000 income.
 1. Food, almost one-half.
 2. Shelter, one-fifth.
 3. Clothing, one-tenth or more.
 4. Operation, one-tenth or less.
 5. Sundries, one-tenth.
 - B. \$2,000 income.
 1. Food, one-fourth.
 2. Shelter, one-fifth.
 3. Clothing, one-seventh.
 4. Operation, one-seventh.
 5. Higher life, one-fourth.
 - C. As income increases.
 1. Food portion decreases.
 2. Shelter portion remains same.

3. Clothing portion increases.
 4. Operation portion increases.
 5. Higher life portion increases.
- D. Divide specific incomes on this basis.

LESSON II. The keeping of accounts.

I. Purpose of accounting.

- A. Valuable in controlling expenditures.
- B. Records a guide for planning future budgets.
- C. A business method efficient in the home.
- D. Shows how to best meet demands and increasing prices on present day incomes.
- E. Avoids worry over outcome of expenditures.

II. Systems of keeping accounts.

- A. Simple methods are used to best advantage.
 1. Card file.
 2. Account sheets arranged with separate column for each division.
- B. Daily expenditures, also weekly, monthly and annual totals are to be made if accounting proves of greatest value.

III. Practice in accounting.

- A. Keeping of personal budget and accounts during course.
- B. Keeping of household budget and accounts during course.

LESSON III. The food budget.

I. Requirements of a food budget.

- A. To maintain health of family by a well-balanced diet.
 1. Buy 1 pt. milk daily for each member of family.
 2. Spend no more for meat than milk.
 3. Spend as much for fruits and vegetables as for meat.
 4. Largest return for money spent if one-fourth is for cereals.
- B. To provide special and suitable food for infants, children and aged members of family.

II. Food needs of the body.

- A. Body building, muscles, bone and blood.
 1. Value of milk and eggs.
 2. Cost of meat versus beans, cheese and nuts—extent to which they may be used.
 3. Utilization of meat flavor.
- B. Fuel.
 1. Cereals, cheapest source of fuel.
 2. Value of cheap fats versus expensive ones.
 3. Influence of water content upon fuel value.
 - a. Dried fruits and vegetables versus fresh ones.
 - b. Peanut butter, beans and cheese versus meat.

C. Body regulation.

1. Water—necessity of use, source, as beverage, or from liquid foods, vegetables, fruits, etc.
2. Minerals, how supplied, and use in body.
3. Vitamines, function and where found.

III. Making a successful food budget.

- A. Anticipate food needs—plan menus ahead.
- B. Purchase wisely—in season, in quantity when profitable, but avoid waste and excessive outlay of money.
- C. Economical methods of cooking.
 1. Economical versus wasteful use of material.
 2. Save fuel and time in cooking.
 - a. Use of fireless and pressure cookers.
 - b. Storage heat of electric stoves.
 - c. Simple methods of preparation.
 - d. Canned and ready prepared foods—comparison with home products—as to cost, time of preparation and nutritive value.
- D. Training of children in food habits.

LESSON IV. The clothing budget.

I. Extent of clothing outlay:

- A. Must provide for needs of all members of the family.
- B. Must satisfy legitimate family standards as to appearance, etc.

II. Purchase of clothing.

- A. Seasonable operation, hence markets artificially controlled. Prices high at beginning of season, lowered as season advances.
 1. Advantages in buying out of season.
 - a. Conservative styles in clothing and footwear may be “carried over.”
 - b. Cloth is available for making early the following season.
 2. Stock reduction and clearance sales offer reliable purchases. Attend sensational “bargain sales” with caution. What is a bargain?
- B. Quality.
 1. Good quality to the extent of durability is always economy.
 2. A good mixture is better than a poor quality of pure fiber.
- C. Style.
 1. Choose conservative styles, omitting fads.
 2. Simple designs save material and do not tire so quickly.
 3. Use few and staple colors.
 4. Underwear requiring little or no ironing saves time, energy, fuel and starch.
- D. Simple tests for textile buying.

III. Care of clothing.

- A. Proper care almost doubles life of many garments.
 - 1. Washing versus dry cleaning.
 - 2. Airing—in closet, room, out-of-doors.
 - 3. Proper hanging, folding, etc.
 - 4. Care of shoes—mending, cleaning, use of trees.
- B. Training of children in care of clothing—games, sewing on buttons, shining shoes.

IV. Proportion of clothing expenditures for families on various incomes.

LESSON V. Housing.

I. Rental versus ownership.

- A. Ownership involves upkeep, taxes, and interest on investment.
- B. Satisfaction—permanent, effect upon children.
- C. Convenience, dependent upon occupation of family.

II. Operating expenses.

- A. Light, heat, water, service.
- B. Furnishings.
 - 1. Includes renewal and new equipment.
 - 2. Avoid non-essentials, which require labor to keep bright or dusted.
 - 3. Records.
- C. Cleaning.
 - 1. Cost of cleaning.
 - a. Labor-saving devices.
 - b. Co-operation—owning of vacuum cleaner.
 - 2. Standards.

III. Proportion of specified incomes spent for housing.

LESSON VI. Advancement of family life—summary.

I. Necessities for advancement—study of family needs.

- A. Education.
 - 1. Schooling for children.
 - 2. Books, magazines, music, lectures, etc.
- B. Recreation.
 - 1. Theater, concerts, etc.
 - 2. Travel, automobile.
- C. Obligations, church, charity and benevolence, community interests, etc.
- D. Maintenance of health.
- E. Savings.
 - 1. Insurance.
 - 2. Investments.

II. Desirable proportion of incomes to be spent for advancement.

III. Personal expenditures.

- A. Carfare, lunches, entertainment of friends, etc. Many miscellaneous items are individual expenditures.
- B. Training of children in spending by the "allowance system."

- IV. Criticism of budgets in actual operation. Adaptation of budgets to meet varying conditions.

HOUSEHOLD MANAGEMENT AND HOUSEWIFERY UNIT

LESSON I. The successful home.

- I. Elements of success—moral, physical, economic.
- II. Relation of home to society.
 - A. Influence of home on community.
 - B. Obligation of home-maker to community.
- III. Standards of living.
- IV. Organization of home—order and system.

LESSON II. Household operations.

- I. Division of work—available help.
 - A. The daily routine.
 - B. Weekly, semi-weekly or bi-weekly work.
 - C. Seasonal operations and occasional tasks.
- II. Time schedules.

LESSON III. Care of the house.

- I. Care of working space—kitchen, pantry, laundry.
- II. Care of living space—living and dining rooms.
- III. Care of sleeping space.
- IV. Care of storage space.
- V. Care of equipment—silver, linen, cooking utensils, bedding, etc.

LESSON IV. Home efficiency.

- I. Application of scientific management in the home.
- II. Scheduling and dispatching tasks.
 - A. Eliminating useless tasks and conservation of energy.
 - B. Time tests and schedules.
- III. Efficient equipment.
- IV. Arrangement of equipment for best work.

LESSON V. The business of the household.

- I. Intelligent purchasing.
 - A. How to purchase foods.
 - B. How to purchase clothing and household textiles.
 - C. How to purchase household furnishings and equipment.
 - D. Co-operation in spending.
- II. Business operations in the home, banking, purchasing of home—deed, abstract, mortgages and loans.

HOME PLANNING AND FURNISHING

LESSON I. Location of house.

- Soil and drainage.
Aesthetic and social advantages.
Convenience to work, schools, etc.
Styles of architecture applied to house.
Relation of architecture to landscape.

LESSON II. Study of floor plans.

Arrangement for comfort and efficiency.

Size of rooms.

Doors and windows.

LESSON III. Lighting and plumbing.

Heating system.

Ventilation.

LESSON IV. Floor and wall furnishing.

Woodwork and its finish.

Built-in equipment and conveniences.

LESSON V. Arrangement of kitchen and laundry.

Floor finish and covering.

Wall finish and covering.

Labor saving devices.

Selection and arrangement of range, sink, cupboard, etc.

Essential small equipment and its selection.

LESSON VI. Use of color in furnishings.

Relation of walls, furniture and draperies.

Materials for draperies and upholstery.

LESSON VII. The dining room.

a. Woodwork finish.

b. Floors and floor covering.

c. Walls.

d. Lighting fixtures.

e. Selection and arrangement of furniture.

f. Draperies and window hangings.

g. China, glassware and silver.

LESSON VIII. The living room.

a. Room coverings, with special attention to rugs and carpets.

b. Wall coverings, selection and arrangement of pictures.

c. Lighting fixtures.

d. Draperies and window hangings.

e. Selection and arrangement of furniture with reference to comfort, attractiveness and economy of time and energy in its care.

LESSON IX. The sleeping rooms.

a. Ventilation.

b. Floor and wall finishes with special attention to sanitation.

c. Beds and bedding.

d. Window hangings.

e. Selection of furniture and other furnishings.

LESSON X. The use and abuse of ornament.

Pictures, selection, framing, hanging.

Pottery, tapestries and other ornaments.

HEALTH AND HOME NURSING

LESSON I. General information on care of the body to maintain health.

- A. Bathing.
 - a. Frequency, temperature, duration.
 - b. Effects of hot, cold, warm, sponge and shower baths.
- B. Special care of face and hands, structure of skin and nails.
Cosmetics, massage and manicuring.
- C. The feet and their care.
- D. The hair; its structure and care; brushing, shampooing, dandruff, oil, dust, tonics and massage.

LESSON II. Special hygiene of ear, eye, nose, mouth, teeth and throat.

- A. The structure, function and care of each.
- B. Dangers of neglect.
- C. Family habits as to mouth hygiene.

LESSONS III AND IV. Factors in maintaining health.

- A. Food. The digestive apparatus.
 - a. The digestive apparatus, structure, function and importance of each part.
 - b. Composition of food.
 - c. Balanced ration.
 - d. Protective foods and deficiency diseases.
 - e. Dietetic requirements of various ages and occupations; how to feed at the same table.
 - f. The value of water in the diet.
 - g. Causes, consequences and prevention of constipation.
- B. Air.
 - a. The respiratory apparatus; its structure and function.
 - b. Composition of air.
 - c. Dust and its dangers.
 - d. Moisture, motion and temperature in internal ventilation.
 - e. Methods of ventilating sleeping rooms, etc.
 - f. Out-of-doors exercise, sleep and play.
 - g. The shut-in child or invalid.
- C. Clothing.
 - a. Its function, use and abuse; hygiene, ethics and aesthetics of clothing.
 - b. The unyielding and restricting articles of clothing.
 - c. Fashion and health in clothing for men, women and children.
- D. Exercise.
 - a. Importance of exercise to health and development of child, youth and adult. Effects of lack of exercise.
 - b. Exercise and clothing, corsets, shoes and skirts.
 - c. Posture and its effect on health and efficiency. Posture and health at different ages and under different conditions.

- E. Rest.
 - a. Physiology of rhythmic attention and effort. The effects of sustained effort. The importance of brief intervals of rest.
 - b. Place of rest in child's day and in the home worker's day. How to accomplish rest, change of occupation, etc.
 - c. Sleep; its physiology, amounts, habits, insomnia.
- F. Recreation.
 - a. Purpose. What is recreation?
 - b. Kind of recreation for the home-maker.
 - c. Recreation for the family group.
 - d. Place of recreation in the daily and weekly program.
 - e. Play in the life of the child.
 - f. Vacations.

LESSON V. Illness in the home.

- A. The sick room.
 - a. Location of sick room; b. furnishings of sick room; c. arrangement of furniture for comfort and convenience; d. equipment for sick room; e. care of equipment; f. how to clean without dust or noise.
- B. The home-maker as nurse.
 - a. Preparation for responsibility; b. physical qualifications; c. dress while on duty; d. care of hands and feet while on duty; e. rest.
- C. Sick room procedure.
 - a. Keeping the bedside record, how and what to record; b. taking and carrying out the doctor's orders; c. taking the temperature, pulse and respiration.

LESSON VI. Personal care of patient.

- a. Outline for daily routine, care of patient; b. demonstrate morning toilet of patient, bath, hair, teeth, nails, changing gown, bed; c. night toilet; d. small comforts which count.

LESSON VII. Sick room procedure (continued).

- a. Giving temperature-reducing baths; b. giving sweats and applications for external heat; c. giving enemas, irrigations and douches; d. collection of specimens for analysis; e. disinfection and disposal of excretions and discharges.

LESSON VIII. Home treatment and prevention of spread of common respiratory diseases.

- a. Common colds; b. la grippe; c. tonsilitis; d. quinsy; e. septic sore throat; f. bronchitis, pleurisy, pneumonia; g. tuberculosis, carried over to Lesson IX.

LESSON IX. Tuberculosis.

- a. History, treatment, diet; b. local situation; c. national anti-tuberculosis work; d. Framingham anti-tuberculosis program.

LESSON X. Diseases of the digestive tract.

- a. Constipation; b. dysentery; c. intestinal parasites; d. typhoid.

LESSON XI. Non-communicable diseases caused by bacteria.

- a. Arteriosclerosis; b. rheumatism; c. arthritis; d. neuritis; e. anaemia.

Diseases of the skin.

- a. Eczema; b. ringworm; c. acne; d. blackheads; e. enlarged pores.

LESSON XII. Diseases of childhood.

- a. Mumps; b. measles; c. chickenpox; d. whooping cough; e. diphtheria; membranous croup; f. scarlet fever, roseola; g. infantile paralysis.

LESSON XIII. Common emergencies and minor ills.

- a. Fainting, unconsciousness; b. convulsions; c. hysteria; d. apoplexy; e. epileptic seizure; f. colic; g. cramps; h. croup; i. heat prostration; j. hemorrhage; k. vomiting; l. nose bleed; m. strangulated hernia; n. hiccough; o. earache; p. toothache; q. neuralgia; r. hives; s. sties; t. prickly heat; u. insect bites.

LESSON XIV. Accidents and poisoning.

- a. Burns; b. freezing; c. suffocation; d. choking; e. electric shock; f. nervous shock; g. foreign bodies in ear, eye, nose and throat; h. dog bite; i. snake bite; j. drowning, artificial respiration; k. poisoning; antidotes for irritant, corrosive, depressant and unknown poisons.

LESSON XV. Injuries.

A. Wound repair.

- a. Small cuts; punctured wounds and lacerated wounds; b. sterilization of wounds, hands and dressings; c. technique of dressing wounds.

B. The circulatory system.

- a. Hemorrhages and their treatment.

C. Muscles and bones.

- a. Sprains, fractures, dislocations; b. bandages and bandaging; c. splints and how to apply them.

THE LAYETTE UNIT

A unit for young mothers already familiar with simple sewing processes. Emphasis is placed upon the selection of patterns and materials from a hygienic, economic and practical standpoint, though the artistic element is touched upon in the handwork.

LESSON I. Maternity clothing.

Hygiene and construction; selection of garments or patterns.

LESSON II. Choice of garments in layette.

Suitable materials; appropriate lengths; estimating costs and quantities for various widths of materials at different prices.

Comparison of costs of ready-made garments and materials for making at home.

Is it practical to make all garments at home?

LESSON III. Flannel Gertrude.

Seams and hems; bindings or edge stitches; possible stitches used—blanket, catch stitch, feather stitch, French knots, chain stitch; button holes and buttons.

LESSON IV. Cotton Gertrude.

French seams; rolled hems; application of lace or self-trimming with shaped hems; embroidery stitches or crocheted picoting.

LESSON V. Slips and nightgowns.

Neck and sleeve finishes; plackets.

LESSON VI. Sacque or wrapper or nightingale.

Edge finishes; sewing on tapes or ribbons.

LESSON VII. Dress.

Entre deux seaming; hand run tucks; suitable embroidery stitches.

LESSON VIII. Coat, bunting or cape.

Lining; buttons and buttonholes; pressing.

LESSON IX. Baby's cap or hood.

LESSON X. Carriage robes; blankets, comforters.

LESSON XI. Accessories.

Bootees and soft shoes; thumbless mittens; sleeve bands; diaper bags; bibs, etc.; undressing and dressing infant, demonstrated by trained nurse or skillful mother.

LESSON XII. Laundering and care of

a. Diapers; b. woolen garments; c. bedding; d. cotton garments.

COMMERCIAL PATTERNS UNIT

Largely demonstration, lecture and discussion course. It may be made a practical work course in simple costume design if pattern paper is used for work.

LESSON I. Interpreting the pattern.

- A. Taking measurements.
- B. Testing patterns.

LESSON II. Alteration of a plain shirtwaist pattern.

- A. How to change when
 - a. Too small; b. too large; c. too long; d. too short.
- B. How to change to make
 - a. Raglan waist; b. kimono waist.
- C. How to change plain shirtwaist sleeve to
 - a. Flare sleeve; b. tight fitting sleeve; c. full sleeve.

LESSON III. Alteration of a gored skirt pattern.

A. How to change when

- a. Too short; b. too long; c. too small at hips or waist or both; d. too large at hips or waist or both; e. too large at hips and too small at waist; f. too large in waist and too small at hips.

B. How to change to make

- a. Skirt of more gores; b. skirt of fewer gores; c. plaited skirt; d. circular skirt.

LESSON IV. Adaptation of plain skirt and waist pattern to one-piece dress.

Designing of collars and cuffs of various types.

THE PAPER DRESS FORM

This dress form is made by pasting strips of gummed paper over a tightly fitted shirt worn by the woman for whom the form is being constructed. It requires from forty-five minutes to an hour and a half to paste the paper, depending upon the size of the model, the skill of the workers, the number of workers, and the weight of the paper. Not less than two or more than four people can work successfully on the same model. After removing the form from the model, it requires about an hour to finish the form.

MATERIALS:

Shirt: Use a thin cotton gauze shirt with long sleeves and high neck. In order to fit snugly this shirt should be four to six sizes smaller than the bust measure.

Paper: One large or two small rolls of one-inch wide Kraft paper. A "50 pound" paper gives the best results.

Cardboard: Piece of heavy cardboard for base of form. That used in shipping cartons is good.

Equipment: (1) Water container. (2) Sponge or cloth. (3) Needle. (4) Thread. (5) Tape measure. (6) Yard stick. (7) Pencil. (8) Sharp shears. (9) Safety razor blade with only one sharp edge and rigid back. (10) Wash basin. (11) Towel. (12) Shellac and brush—(could be purchased by class).

PROCESSES:

1. Fitting and placing shirt.
2. Placing first coat of strips above waist.
3. Placing second coat of strips above waist.
4. Making sleeves.
5. Placing first coat below waist.
6. Placing second coat below waist.
7. Making collar.
8. Marking center front and back waist line and hip line.
9. Removing form.
10. Testing form and joining.
11. Making base and attaching form.
12. Finishing form with coat of shellac.

RENOVATION UNIT

LESSON I. Care of clothing and household textiles; storing, brushing and pressing.

LESSON II. Repairing by darning, patching and replacing of sections of garments.

LESSON III. Renovation of cotton materials. Removal of stains and laundering. Starch, gum arabic, rice and sugar for stiffening fabrics.

LESSON IV. Renovation of wool and silk. Washing; dry cleaning, sponging and pressing; removal of spots.

LESSON V. Dry cleaning. When is it profitable to dry clean at home? Methods. Comparison with commercial work.

LESSON VI. Dyeing.

REMODELING UNIT

LESSON I. Renovation and preparation of cloth. Examination of material; choice of design, application of pattern to avoid use of worn portions and piecing wherever possible; cutting.

LESSON II. Construction processes.

LESSON III. Finishing processes. (This may be a longer unit, time depending upon material or garments used.)
This may be given if desired in combination with the renovation unit.

MILLINERY UNIT

A teacher should have a special knack in millinery in order to undertake the teaching of this subject. Millinery is an art and unless gifted particularly a teacher is wise in not offering this unit. If a professional milliner, also possessed of teaching ability, is available it is advisable to procure her services for special millinery work.

This unit is, of course, seasonal and may, with necessary changes be repeated during the year.

LESSON I. Paper patterns. Selection of style, adaptation to individual. Explanation of equipment.
Planning and selection of materials to be used.

LESSON II. Various wires and use of such; cutting out of buckram frames and wiring them; kinds of stitches used.

LESSON III. Preparation of materials to be used for covering and renovation. Cut materials to cover hat.

LESSON IV. Cover the brim; edge finishing.

LESSON V. Cover crown and trim hat; types of linings.

LESSON VI. Renovation of trimming materials. Making of simple ribbon ornaments.

LESSON VII. Making of wire brims.

LESSON VIII. Making of wire crown and cover; wire frames with foundation material.

LESSON IX. Covering the brim and crown. Trimming.

LESSON X. Making the simple flowers and trimmings.

LESSON XI. Preserving and shaping of straw hats. Use of colorite; pressing of misshapes in hats.

LESSON XII. Fashion show. How to wear a hat. Suitable hats for various occasions.

LAUNDERING UNIT

LESSON I. Study of necessary equipment and supplies, labor saving devices.

Effects of hard water—how to soften.

Blueing, kinds and effect upon material.

Starch, gum arabic, rice and sugar for stiffening fabrics.

LESSON II. Washing of white materials.

Removal of stains.

LESSON III. Washing of colored clothes.

Setting of colors.

Ironing of white clothes.

Folding of garments and household linens.

LESSON IV. Washing of woolen materials.

Effect of rubbing and strong soaps.

Effect of changing temperature of water.

Methods of drying.

LESSON V. Washing and ironing silk materials.

LESSON VI. Dry cleaning.

LESSON VII. Sponging and pressing.

LESSON VIII. If possible, visit public laundry and compare methods and economy with those of work done at home. Have various electric machines brought in and demonstrated. Companies are glad to do this.

UNITS IN FOOD STUDY

UNIT I. Meats.

Lesson 1. Selection and care. Use of tougher cuts.

Lesson 2. Left-overs.

Lesson 3. Steaks and better cuts.

Lesson 4. Poultry.

Lesson 5. Fish.

UNIT II. Breads.

Lesson 1. Batters—cakes, waffles and fritters.

Lesson 2. Doughs—quick breads and biscuits.

- Lesson 3. Rolls, plain and fancy, rusks, Swedish tea rings, etc.
- Lesson 4. Yeast bread, quick process.
- Lesson 5. Yeast bread: slow process; variations, graham; whole wheat, etc. Sandwiches.

UNIT III. Food for the family group.

- Lesson 1. Needs of the body; nutritive value of foods.
 - Food requirements of growing children.
 - Food requirements of the aged.

- Lesson 2. Planning of menu.
 - Cost of food.

- Lesson 3. Infant feeding, first six months.

- a. Preparation of foods.
 - 1. Modifying cows' milk.
 - 2. Prepared foods.
 - 3. Goats' milk.
- b. Care of bottles.
- c. Soothing syrups.
- d. Schedules for feeding.
- e. Relation of food to growth.

- Lesson 4. Second six months.

- a. Suitable food.
 - 1. Fruit juices.
 - 2. Cereal preparation.
 - 3. Vegetable juices.
 - 4. Toast.
- b. Food habits.
- c. Standards for growth and development.

- Lesson 5. Second year to school age.

- a. Kinds of food.
 - 1. Preparation.
 - 2. Quantities.
 - 3. Times of serving.
- b. Standards for growth and development.

- Lesson 6. School lunches.

- a. Importance of lunch carried to school.
- b. Planning of lunch.
 - 1. Need of variety.
 - 2. Planning entire lunch.
 - 3. Planning for supplement from school lunch room.
- c. Packing the lunch.

- Lesson 7. Invalid cookery.

- a. Liquid diet.
 - 1. Fruit juices.
 - 2. Broth.
 - 3. Beef tea.
 - 4. Egg nog.

- b. Soft diet.
 - 1. Gruels.
 - 2. Cereals.
 - 3. Eggs, custards, meats.
 - 4. Gelatin.
- c. Principles of feeding sick.
- d. Arrangement and serving of trays.

Lesson 8. Special diets.

- a. Diet for malnutrition, anaemia and underweight.
- b. Diet for overweight.
- c. Diet for constipation.
- d. Diet for colds.
- e. Diet for tuberculosis.

UNIT IV. Meal planning and serving.

Lesson 1. Needs of the body, nutritive value of foods.
Planning of menus.

Lesson 2. Service of luncheon or supper, family style.

Lesson 3. Service of luncheon, formal style.

Lesson 4. Buffet luncheon.

Lesson 5. Preparation and service of dinner, formal style.

Lesson 6. Preparation and service of dinner, family style.

UNIT V. Fancy cookery.

Lesson 1. Cocktails, canapes and various appetizers.

Lesson 2. Entrees and sauces, garnishing.

Lesson 3. Salads and accompaniments.

Lesson 4. Cakes and icings.

Lesson 5. Desserts, service and garnishing.

Lesson 6. Beverages, sandwiches, fancy cakes and cookies.

MOTHER CRAFT AND CHILD WELFARE

These classes may be given under the direction of the school authorities or guidance of the home economics teacher, but will require the co-operation of others. It is suggested that the school nurse or other nurse in the community, a physician, librarian, kindergarten teacher and possibly others assist in carrying out these classes.

REFERENCES:

The Mother Craft Manual, Mary L. Read.
Better Babies and Their Care, Anna Steese Richardson.
The Care of the Child in Health, Nathan Oppenheim.
Short Talks with Young Mothers, Chas. Gilmore Kerley.
Care and Feeding of Children, L. Emmett Holt.

LESSON I. Preparation for motherhood.

LESSON II. Growth of child.

The development of muscle, bone, nerves.
The nervous system.

Establishing regular hours and habits.
Sleep in open air.
Keep away from noise, crowds and excitement.

LESSON III. Study of individual child.

Standards for different ages in weight, size and development.
Co-operating agencies in child care.
Children's health conferences and clinics.
Baby saving campaigns, etc.

LESSONS IV, V, and VI. Physical care of child. (These lessons may be adapted from those suggested in special units on these subjects.)

Food for children—from birth to six years.
Clothing for children.
Care of children in illness.
Diseases peculiar to children, prevention and care.
Special care of skin and scalp.
Eye, ear, nose, throat, tonsils, adenoids.

LESSON VII. Education in the home.

Early training—formation of habits.
Discipline, obedience, punishment.
Fostering of natural instincts, love, respect, etc.

CHILD CARE AND TRAINING (EMPHASIS, HEALTH HABITS)

LESSON I.

Standards for growth and development of children, correct weight, underweight and overweight. Causes of malnutrition. How to identify the malnourished child.

Physical evidences	
Mental	"
Social	"

Serious cases, borderline cases.

The case history: heredity, previous diseases, general health and habits, present symptoms.

Value of preventing malnutrition.

Value of checking weight and growth.

(If possible, it is advantageous to have this preliminary lesson given by a physician.)

LESSON II. Essentials of health.

(a) Food.

Rest and sleep.

Fresh air.

Recreation.

Personal hygiene.

(b) Necessity for establishing health habits in early years.

LESSON III.

Food values and principles of feeding.

- (a) Food principles and composition of foods.
Food for body building.
Food for energy production.
Vitamines and their function.
- (b) Diet and food habits.
The balanced diet, essential foods.
The school lunch.

LESSON IV. Principles of hygiene and physiology.

- (a) The nervous system.
The digestive system.
The skin and excretion functions.
- (b) Care of the body: Bathing, care of teeth, proper clothing.

LESSON V. Study of signs and symptoms of malnutrition.

- a. Physical signs.
- b. Nervous signs.

LESSON VI. Training children in proper health habits.

- a. Home discipline.
- b. Food habits.
- c. Recreation, development of child's interests.
- d. Over-fatigue.

LESSON VII. Methods of checking weights and measurements.

- How to weigh.
- How to mark charts.
- How to interest children in health habits.

LESSON VIII. Play.

- The nursery or playroom.
- Kinds of play, beneficial and harmful.
- Games, value and kinds.
- The toy age.
Education through toys.
Tests for good toys.
Harmful toys.

LESSON IX. Story-telling.

- Value for mental training and development of imagination.
- Time and occasions for story-telling.
- Selection of stories.

LESSON X. Handwork.

- Value and kinds.
- Tools and materials.
- Cultivation of imagination.

LESSON XI. Elementary foundation for permanent interests in science, history, literature, geography, music and art.

LESSON XII. Relation of parents to children.

Duties toward children.

Rights of childhood.

Training of children, a liberal education to parents.

SHORT UNIT COURSES TAUGHT IN HOUSTON, TEXAS

HOUSE DRESS UNIT

UNIT I.

- A. Discussion of materials.
 - 1. Suitable materials.
 - 2. Method of setting color.
 - 3. Shrinking.
- B. Use of commercial patterns.
 - 1. Interpretation.
 - 2. Testing.
 - 3. Alterations.
- C. Taking measurements.
 - Measuring for material.

UNITS II AND III. Fitting pattern and cutting.

UNIT IV. Basting and fitting.

UNIT V. Neck finishes.

- A. Bound neck.
- B. Faced neck.
 - 1. Bias.
 - 2. Shaped.
 - 3. Mitred corner.
- C. True and skirt biases.
 - Method of joining.
 - Uses.

UNIT VI. Placket finishes.

- A. Bound and faced.
- B. Bound.

UNIT VII. Other finishes.

- A. Gathered side section.
- B. Application of collar to dress.

UNIT VIII.

- A. Hanging dress.
- B. Putting in hem.
- C. Finishing touches.
 - Snap, buttons, buttonholes, loops, etc.

TAILORED SHIRT OR SHIRTWAIST UNIT

The processes involved in making a man's shirt, the boy's blouse, a ladies' tailored shirtwaist, or the middie blouse are so much the same that it is suggested that any one of these problems might be chosen by the women enrolling for this unit.

LESSON I.

- (a) Selection of material suitable for problem chosen.
- (b) Measurements and discussion of amounts of material.
- (c) Demonstration of laying of pattern on material. Problems involved in striped materials.

LESSON II. Front box plait and hem.

Cutting, marking notches with colored thread, basting.
Demonstration of sleeve plackets.

LESSON III. Fitted collarbands and protection extensions for man's shirt.

LESSON IV. Tailored seams.

Shoulder, sleeve, and underarm.
Fitting demonstration.

LESSON V. Cuffs.

Interlining material, shrinking and stitching.
Application to sleeve.
Applied and set in pockets.

LESSON VI. Fitting.

Correcting patterns according to fitting changes.
Stitching.

LESSON VII. Buttons and buttonholes.

LESSON VIII. Finishing.

MILLINERY UNIT

Fall and Winter Hats

LESSON I. Explanation of required tools and materials.
Measurements.

LESSON II.

- (a) Selection of style, adaptation to individual.
- (b) Cutting paper patterns for various shapes.
- (c) Cutting buckram or willow by pattern.

LESSON III. Headsize wire, headsize band.

LESSON IV.

- (a) Cutting around edge of brim, wiring, bending.
- (b) Calculating material for covering.

LESSON V.

- (a) Renovation of old materials for covering.
- (b) Preparation of new materials.
- (c) Cut material to cover top brim.

LESSON VI. Joining seam; pasting covering of top brim; sewing around headsize and edge.

LESSON VII. Crown.

Making foundation, draping.

LESSON VIII. Fitting facing, sewing seam, sewing at headsize and edge.

LESSON IX. Trimming.

Suitability to type of hat and individual.

Renovation of old trimmings. Making simple ribbon or silk ornaments.

LESSON X. Application of trimming.

Lining hat.

LESSON XI. Copying hats.

Methods employed.

(a) Tissue paper.

(b) Blocked willow.

LESSON XII. Exhibit of completed hats.

Discussion of finished work.

SURVEY COURSE ADAPTABLE TO WORKING GIRLS

A series of suggested units which may be adapted to the home-making needs of working girls. (Adapted from an outline of the New York State Department of Education.) The group should plan largely its own course. Units may expand or contract according to the needs and interest of the group. Some units may be omitted entirely and others added according to needs.

UNIT I. Making the most of your money. A theme to run throughout course.

- a. General—apportioning to different purposes.
- b. With special attention to personal income.
- c. Family income.

UNIT II. Clothing—14 lessons (emphasis on selection).

- a. Undergarments—2 lessons.
- b. Outer garments—4 lessons.
- c. Underclothing—2 lessons.
- d. Hats (remodeling and some construction)—4 lessons.
- e. Remodeling of old clothing—1 lesson.
- f. Shopping—1 lesson.

UNIT III. Health and personal appearance—8 lessons.

- a. Hair and scalp.
- b. Hands, nails, etc.
- c. Care of body.
- d. Bed room.
- e. Patent medicines.

UNIT IV. Foods—8 lessons.

- a. Food needs in relation to food costs.
- b. Breakfast.
- c. Luncheon.
- d. Cafeteria.
- e. Dairy lunch.

- f. Box lunch.
- g. Dinner.
- h. Christmas candies, etc.
- i. Table settings.
- j. Recreation and games, hospitality (simple refreshments).

UNIT V. Shelter—3 lessons.

- a. Responsibility in own homes.
- b. Responsibility in rented rooms.
- c. How to rent and what to look for.

CLOTHING—FOURTEEN LESSONS

UNIT I. Undergarments—2 lessons.

Study of fabrics, illustrations and actual types of chemise and camisoles and nightgowns, strengthening of new garments and repair of old ones, rapid construction of simple garments with calculation of time, cost and saving in construction of garments, hygiene of underclothing covering comfort, colds, cleanliness, perspiration, etc.

UNIT II. Outer garments—4 lessons.

Study of types through actual garments and illustrations—fabrics suited for blouses. Wrong hygiene in use of blouse substitutes, as silk and woolen sweaters or suits worn without underblouses. Their relation to body odors and perspiration. Construction of simple blouse. Simple lesson in hand laundering. Comparison of materials covering color harmony, cost practicability, etc.

UNIT III. Old clothing—2 lessons.

Repairing and remodeling, covering, ripping, sponging, cleaning, pressing, removal of spots, steaming of velvets, washing of silks and woolen materials and refreshing feathers and flowers.

UNIT IV. Shopping—1 lesson.

How to make use of sales and bargains. Demonstrate ready-made clothing, cotton dresses, bloomers, waists, suits, woolen dresses, stockings and all underclothing. Have a saleswoman from some store to demonstrate the points.

UNIT V. Underclothing—2 lessons.

Study of corsets, hosiery and union suits. Effect upon circulation and general health. Their relations to body odors, perspiration appearance. How to wash and repair and how to buy. Use actual garments.

UNIT VI. Hats—4 lessons.

General study of uses of hats, types, materials, choice of design, decoration, shapes, frames, color harmony and health. Use real hats and frames. Remodeling and renovation of hats, flowers, straw, velvet, ribbons, silks, satin, feathers, lace and felt. How to put hats away for a season.

HEALTH—EIGHT LESSONS

UNIT I. Personal appearance—2 lessons.

Shampoos and general care of hair—brushing, washing, effect of circulation upon scalp, curling and dressing. Relation to general appearance and “job.”

Hands and their relation to appearance and “job.” Care of nails, polishing and keeping nails clean. Dangers which result from carelessness. Some results from handling food with polluted hand.

Infections, etc.

UNIT II. Health—6 lessons.

Care of body, prevention of disease, baths, deodorants, general care of skin, feet (effect of poorly selected shoes and stockings upon feet), teeth—relation of all these to general appearance and health. Posters and literature may be used. Constipation and its control.

UNIT III. Care of bedrooms, beds—1 lesson.

Ventilation, air, sunlight, wall covering, curtains, furniture, care of her clothes in room, storage. Relation of these details to comfort and health.

FOODS—EIGHT LESSONS (EMPHASIS ON SELECTION)

UNIT I. If girls prepare their own or family breakfasts the following demonstrations may be made:

Breakfast (suggestive)—1 lesson.

Dried fruit or fresh fruit.

Cereal (preparation as to time, cost, saving of energy), digestibility and nutritive value.

Eggs (how best cooked for nutritive value and digestibility).

Toast (cereal value).

Milk (compared with other foods).

Table manners and table setting.

UNIT II. Where can I get the best lunch downtown?

Box lunch (suggestive)—1 lesson.

Take inventory of previous day's lunch, kind, place of eating, cost, etc.

Demonstrate types of lunches.

If lunches are prepared at home discuss suitable combinations, methods of preparing, etc.

Use of thermos bottle.

UNIT III. Candy—1 lesson.

A means of cultivating interest in Christmas spirit.

Fondant (all of its uses).

Fudge or pinoche.

Taffy or butter-scotch.

Saving of extra charge—study of sugar.

UNIT IV. Supper class—3 lessons.

Preparation and serving of simple and nutritious supper, combinations such as:

Macaroni, cheese and tomatoes (meatless).

Green vegetables.

Cocoa (hot or iced).

Gelatine dessert or baked apples.

UNIT V. Table setting—1 lesson.

Study of service, table manners, all dining room furnishings. Relation of dining room to the comforts of a home. (Lesson if successful must be adapted to needs of group.)

SHELTER—THREE LESSONS

Responsibility of girl in her own home. Relationship to other members of family. Co-operation in operating home. Indebtedness to family. Responsibility in rented room or other person's home.

If pupil is married and has responsibility of home, study of different rooms in house: Bathroom, bedrooms, kitchen, living room and their furnishings: Curtains, rugs, chairs, tables, pictures, plants. Disposal of waste.

The remaining outlines in this bulletin are from Bulletin 28 of the Federal Board for Vocational Education.

CLOTHING UNITS

SLIP

LESSON 1. Selection of pattern, cutting, and fitting.

LESSON 2. Hems, buttons, and buttonholes.

LESSON 3. Neck and armhole finishes.

LESSON 4. Neck and armhole finishes.

UNDERSKIRT

LESSON 1. Use of sewing machine, cutting, and basting.

LESSON 2. Seam finishes.

LESSON 3. Plackets.

LESSON 4. Hems and flounces.

BUNGALOW APRON

LESSON 1. Cutting and fitting (speed work).

LESSON 2. Seams, neck, and sleeve finishes.

LESSON 3. Hem, placket, and belt.

LESSON 4. Laundering, removal of stains.

WASHABLE DRESS

- LESSON 1. Selection of pattern, cutting and basting dress.
- LESSON 2. Fitting and alterations.
- LESSON 3. Seams.
- LESSON 4. Plackets.
- LESSON 5. Methods of finishing skirt at waist line.
- LESSON 6. Hems.
- LESSON 7. Belts and girdles.
- LESSON 8. Cuffs, sleeve finishes, fastenings.

DRESS FORM

- LESSON 1. Fitted lining for dress form.
- LESSON 2. Padding of dress form.
- LESSON 3. Methods of draping waists.
- LESSON 4. Methods of draping sleeves.
- LESSON 5. Method of draping skirts.
- LESSON 6. Methods of draping dresses.
- LESSON 7. Class criticism of designs.

WOOL DRESS

- LESSON 1. Testing pattern, cutting and basting dress.
- LESSON 2. Fitting and alteration.
- LESSON 3. Seam finishes, tucks, and placket.
- LESSON 4. Methods of finishing waist.
- LESSON 5. Sleeves.
- LESSON 6. Hems and facings.
- LESSON 7. Hanging skirt.
- LESSON 8. Collar, cuffs, and girdle.
- LESSON 9. Finishes and fastenings.
- LESSON 10. Class criticism of finished dress.

PARTY DRESS

- LESSON 1. Foundation lining.
- LESSON 2. Pattern draping for skirt.
- LESSON 3. Pattern draping for waist and overdrawing.
- LESSON 4. Pattern draping for sleeves.
- LESSON 5. Making pattern and cutting dress.
- LESSON 6. Fitting, seams, and placket.
- LESSON 7. Edge finishes.
- LESSON 8. Adjusting overdrawing, girdle, and fastenings.

INFANTS' AND CHILDREN'S CLOTHING

- LESSON 1. Choice of garments for layette.
- LESSON 2. Flannel undergarments.
- LESSON 3. Slip and night dress.
- LESSON 4. Kimono wrapper and sacque, sleeping bag.
- LESSON 5. General discussion of children's clothing.
- LESSON 6. Cutting and fitting bloomers and dress.
- LESSON 7. Making bloomers and dress.
- LESSON 8. Finishing bloomers and dress.

BOY'S SUIT

- LESSON 1. Preparation of material, cutting, and basting.
- LESSON 2. Fitting and padding jacket.
- LESSON 3. Making jacket.
- LESSON 4. Sleeves and lining.
- LESSON 5. Buttons and buttonholes.
- LESSON 6. Cutting trousers.
- LESSON 7. Making trousers.
- LESSON 8. Finishing trousers.

FOOD STUDY

HOME PRESERVATION OF FOOD

- LESSON 1. Canning of fruit.
- LESSON 2. Canning of vegetables.
- LESSON 3. Fruit juices.
- LESSON 4. Jelly making.
- LESSON 5. Preserves, jams, butters, and marmalades.
- LESSON 6. Pickles.
- LESSON 7. Salting and fermentation.

THE HOUSEKEEPER AND THE FOOD PROBLEM

- LESSON 1. Discussion of the food problems of the housewife.
- LESSON 2. Home production of food.
- LESSON 3. Fuel and time saving in food preparation.
- LESSON 4. Simplifying standards of living.
- LESSON 5. Economy in buying of foodstuffs.
- LESSON 6. Community kitchens.

WHAT TO HAVE FOR THREE MEALS A DAY

- LESSON 1. Simple breakfast dishes.
- LESSON 2. Leftovers and luncheon dishes.

- LESSON 3. How to estimate the food needs of the body.
- LESSON 4. Planning the menu for the day.
- LESSON 5. Marketing and cooking of meats.
- LESSON 6. Cost of food for a day.

THE DEVELOPMENT AND FEEDING OF THE CHILD

- LESSON 1. Growth and physical development of the average healthy child.
- LESSON 2. Food required in infancy.
- LESSON 3. Care and feeding of the child of pre-school age.
- LESSON 4. Nutrition of the older child.
- LESSON 5. Puberty and adolescence.
- LESSON 6. Educational hygiene.

CHILD MENTALITY AND MANAGEMENT

- LESSON 1. Infancy (birth to one year).
- LESSON 2. The pre-school child (one to six years).
- LESSON 3. Training and management of the infant and pre-school child.
- LESSON 4. The school child (six to twelve years).
- LESSON 5. The adolescent (twelve to eighteen years).
- LESSON 6. Training and management of the school child and the adolescent.
- LESSON 7. The abnormal child.

PLAY AND RECREATION

- LESSON 1. Introduction.
- LESSON 2. Nature of play.
- LESSON 3. Uses of play.
- LESSON 4. Practical application of play in child development and child training.
- LESSON 5. The play movement.
- LESSON 6. Organization and administration of play and recreation.

BOOKS AND BULLETINS

The following books are for the most part new. They will be of help to the evening school teacher both in subject matter and professionally:

- The Home Manual Series. Published by J. B. Lippincott Co., Chicago.
 - Housewifery—Balderston.
 - Home and Community Hygiene—Broadhurst.
 - Clothing for Women—Baldt.
 - Successful Canning and Preserving—Powell.

Three Budget Pamphlets. 10c each. American School of Home Economics, 58th St. and Drexel Ave., Chicago.

Also a free bulletin, "How the Budget Family Save and Have." Same address.

Clothing: Its Choice, Care and Cost—Woolman. Lippincott.

Getting Your Money's Worth—Lord. Harcourt, Brace & Co., New York City.

Everyday Manners. Macmillan.

Lessons in Cooking Through Preparation of Meals—Robinson and Hammel. American School of Home Economics, Chicago.

Teaching Home Economics. Macmillan.

Textiles and Clothing—McGowan & Waite. Macmillan.

Successful Family Life on a Moderate Income—Abel. Lippincott.

Feeding the Family—Rose. Macmillan.

See the bulletin list and book reviews in the November number of the Texas Vocational Progress and the book list required by the State Department of Education for high school affiliation.

The bulletin on Child Care and Child Welfare (Bul. No. 65), published by the Federal Board for Vocational Education, is an encyclopedia of information on care of the child, including both physical and mental development. This bulletin is for the use of the teacher—not the pupils. Contains many helpful outlines.

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